



### Task 4: My View, Your View, the Students' Views

To help you understand how people see things from different perspectives, Mrs Wood would like you to listen to the final part of the Teen Time programme, in which two students, Helen and Tracey, share their views on the two Greek myths, and answer all the questions in the note sheet provided.

#### Pre-listening Activity: Anticipation

Before listening to the responses of the two students, predict what their responses would be to the two Greek myths with your group mates and fill in the table below.

|                             | Pygmalion and the Statue | Pyramus and Thisbe |
|-----------------------------|--------------------------|--------------------|
| The two students' responses |                          |                    |

#### Task: Note-taking

Now listen to the responses to the two Greek myths from Helen and Tracey and answer the following questions.

#### Note sheet

1. Why does Helen like *Pyramus and Thisbe* but not *Pygmalion and the Statue*?

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2. Does Helen think perfect love exists? Why / why not?

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3. For Helen, how different was it to love a statue?

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4. What is Tracy's attitude about one's look or appearance? Circle the best option.

- a) very important
- b) not so important
- c) extremely important





**Self-reflection**

**Self-reflection Form**

Name: \_\_\_\_\_ Form: \_\_\_\_\_ Date: \_\_\_\_\_

How well can you listen to authentic English and understand what is heard? Assess your own performance by putting a tick (✓) in the appropriate boxes.

|   | Yes                      | No                       | Sometimes                |
|---|--------------------------|--------------------------|--------------------------|
| <b>Preparing to listen</b>  |                          |                          |                          |
| • I can figure out why I am listening.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I can predict words I may hear before I start listening.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I can predict the content of what I am going to listen to.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Listening for main idea</b>  |                          |                          |                          |
| • I can understand a whole conversation or discussion.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Listening for details</b>  |                          |                          |                          |
| • I can listen carefully to find the answers to specific questions.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I can use the questions given to help me decide what is and is not important. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I can take notes to help me identify supporting ideas.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Listening for attitudes</b>  |                          |                          |                          |
| • I can work out the opinions and attitudes of different speakers.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Making inferences</b>  |                          |                          |                          |
| • I can guess ideas not directly expressed by the speakers.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

